DOCUMENT RESUME

ED 418 088 SP 037 880

TITLE	A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom. U.S. Department of Education Initiative on Teaching Information Kit.
INSTITUTION	Department of Education, Washington, DC.
ISBN	ISBN-0-16-049465-6
PUB DATE	1998-00-00
NOTE	42p.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - General (140)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Standards; Educational Improvement; *Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; Preservice Teacher Education; *Teacher Qualifications; Teacher Recruitment; *Teacher Role; Teacher Shortage; *Teaching (Occupation)

ABSTRACT

This information kit discusses the need to have trained, qualified, dedicated teachers in all U.S. classrooms. Section 1 discusses the background of efforts to raise standards in U.S. education and examines the role teachers play. Section 2 describes the current state of the U.S. teaching force, noting that many teachers are underqualified, that the teaching force does not reflect student diversity, and that the nation does not invest adequately in its teachers. Section 3 examines the coming crisis in who will teach the children, explaining that over the next 10 years, the nation will face a tremendous demand for additional teachers; teachers will have to know and do more than ever before in these changing times; and shortages of qualified teachers will affect U.S. communities unevenly. Section 4 examines what is already being done to address issues of teacher quality and presents six objectives for making a difference in teacher quality nationwide. Section 5 explains where the United States must go from here, posing questions that communities, teachers, teacher educators, and professional development planners must ask themselves in order to prepare for the future. The information kit also includes a set of chart masters for making overheads to go with the information provided in the five sections. (SM)

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A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom

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A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom

U.S. Department of Education Initiative on Teaching

Information Kit

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Background on Efforts to Raise Standards and the Role Teachers Play

In recent years, our nation has engaged in an ongoing effort to raise standards for student learning. This effort cannot succeed without a teaching force of the highest quality.

- In 1983, *A Nation at Risk* issued a wake-up call for American education and sparked a series of reform initiatives in states throughout the country designed to improve student performance.

- In 1989, the nation's governors—led by Arkansas governor Bill Clinton—joined President Bush in outlining a series of ambitious goals for American education.

- During President Clinton's first term, three key pieces of legislation — the Goals 2000: Educate America Act, the School to Work Opportunities Act, and the reauthorized Elementary and Secondary Education Act — were signed into law with provisions supporting states and local districts in meeting those goals.

- In his 1997 State of the Union address, President Clinton issued a *Call to Action for American Education*, a bold agenda for improving education. Building on this *Call to Action*, the Department of Education developed a set of seven well-defined priorities to guide its activities over the next four years.

The first three priorities focus on specific results all students should achieve.

(1) Read independently and well by the end of third grade

(2) Master challenging mathematics, including the foundations of algebra and geometry, by the end of eighth grade

(3) By eighteen years of age, be prepared for and be able to afford college

The next four priorities are key strategies to enable students to achieve these results.

(4) All states and their schools will have challenging and clear standards of achievement and accountability for all children and effective strategies for reaching these standards

(5) There will be a talented, dedicated, and well-prepared teacher in every classroom

(6) Every classroom will be connected to the Internet by the year 2000, and all students will be technologically literate

(7) Every school will be strong, safe, drug-free, and disciplined

- Our nation's goals for higher student achievement cannot be reached if we do not focus on the quality of our teaching force. For this reason, ensuring that there is a "talented, dedicated, and well-prepared teacher in every classroom" is critically important.

The Current State of Our Teaching Force

In addressing the quality of our teaching force, our nation must confront a number of serious problems in the teaching profession.

- The 1996 report of the National Commission on Teaching and America's Future (NCTAF) offers a powerful explanation for the failure of earlier reform efforts:

  "Most schools and teachers cannot produce the kind of learning demanded by the new reforms— not because they do not want to, but because they do not know how, and the systems in which they work do not support them in doing so."

- The NCTAF report identifies five major barriers to successful reform that relate directly to the quality of our teaching force:

  (1) unenforced standards for teachers

  (2) major flaws in teacher preparation

  (3) painfully slipshod teacher recruitment

  (4) inadequate induction for beginning teachers

  (5) the lack of professional development and rewards for knowledge and skill

The following statistics demonstrate the urgency of focusing on the quality of the nation's teaching force.

Many teachers are underqualified.

- Despite recent brain research showing that ages 0 to 3 are a child's most critical years, 49 states earned "poor" or "very poor" ratings for their education and training requirements for early childhood caregivers. Most states permit infants and toddlers to be cared for by staff who have not completed high school and have had very little training in child development and education. (Young, Marsland, and Zigler, "The Regulatory Status of Center-Based Infant and Toddler Child Care," 1997)

- More than one-quarter of newly hired teachers enter the profession without having fully met state licensing standards. 12% enter with no license at all, and another 15% enter on temporary, provisional, or emergency licenses. (NCTAF)

- In recent years, more than 50,000 people who lack the training for their jobs have entered the teaching profession annually on emergency or substandard licenses. (NCTAF)

- Although no state will permit a person to write wills, practice medicine, fix plumbing, or style hair without have met the basic requirements of completing training and passing an examination, more than 40 states allow school districts to hire teachers who have not met these basic requirements. (NCTAF)

- Overall, nearly 28% of teachers of academic subjects have neither an undergraduate major nor a minor in their main assignment fields; this varies from 13% for foreign languages, 17% for social studies, and 25% for English, to 34% for mathematics and 40% for science. (National Center for Education Statistics (NCES))

- The problem of under-prepared teachers is most severe in high-poverty schools, where 39% have neither a college major nor a minor in their primary field. (NCES)

- Among public secondary students, 16% of those in English classes; 22% of those in mathematics classes; and 56% of those in chemistry classes are taught by a teacher with neither a major nor a minor in the field.

- Among public secondary school students in high-poverty schools, the problem of underprepared teachers is even more severe: 19% of those in English classes; 26% of those in mathematics classes; and 71% of those in chemistry classes are taught by a teacher with neither a major nor a minor in the field.

The teaching force does not reflect student diversity.

- Minority students make up 30% of our nation's student population, but only 13% of our teachers are minorities. (NCES)

- More than 40% of the nation's public schools do not have a single minority faculty member. (NCES)

Our nation does not invest adequately in its teachers.

- New teachers are often left to sink or swim.

    - 22% of all new teachers leave the profession in the first three years. (NCES)

    - It is estimated that rates of attrition in urban districts can typically reach 30% to 50% in the first five years of teaching. (Darling-Hammond and Schlan, "Who Teaches and Why," 1996.)

    - Only 44% of teachers currently in their first nine years of teaching reported having participated in formal induction programs during their first year of teaching experience. (NCES)

- The nation's schools typically spend only 1% to 3% of their resources on teacher development as compared to significantly higher expenditures by both American corporations and schools in other countries. (NCTAF)

- The United States has by far the lowest ratio of core teaching staff to nonteaching staff of any industrial nation. Teachers make up only 52% of total school staff in the U.S. (NCES) compared to 60% to 80% of school employment in other countries. (NCTAF, citing the Organization for Economic Cooperation and Development)

The Coming Crisis: Who Will Teach Our Children?

While confronting the challenges that we currently face in our teaching force, we must prepare for even greater challenges that lie ahead — challenges of *quantity, quality, and equity:*

Quantity: Over the next ten years, the nation will face a tremendous demand for additional teachers.

- The nation will need to hire over 2 million teachers in the next decade, due to increasing student enrollments and to replace teachers who retire or otherwise leave the profession. (NCES)
- If hiring patterns remain the same, between one-half and two-thirds of the 2 million teachers will be first-time teachers, and the others will be re-entrants into the profession. (NCES)
- High poverty communities face the greatest challenge in recruiting, supporting, and retaining new teachers. Current rates of attrition suggest that high-poverty school districts will need over 700,000 teachers in the next ten years. (NCES)

Thus, the future of the nation's schools rests largely upon the preparation and support received by these newly-prepared teachers.

Quality: In these changing times, teachers must know and do more than ever before.

- Our information-age economy increasingly demands that students, who make up our future workforce, possess not only basic reading and math skills, but adaptability, critical thinking, facility with problem solving, technological literacy, and strong communication skills.

Teachers will face many daunting challenges in their 21st century classrooms, including increased:

- racial, ethnic, cultural, and religious diversity;
- expectations for educating students with learning disabilities, physical impairments, and other special needs, in regular education classrooms;
- numbers of students who lack basic proficiency in English;
- students at risk because of inadequate nutrition, housing, health and medical care, and other adverse conditions at home;
- students in crisis because of violence and other threats in their homes and/or communities;
- use of technology; and
- responsibility on the part of teachers to provide leadership in schools.

The more than 2 million teachers who will enter our schools in the next 10 years will be called upon to meet all of these demands creatively and effectively. Appropriate preparation and support will be essential to their retention and success.

Equity: Shortages of qualified teachers will affect our communities unevenly.

A growing student population in the United States and increasing teacher retirements will exacerbate teacher shortages that already exist in many communities. The nation's schools will need to hire more teachers than ever before, particularly in high-poverty urban and rural areas.

However, these will not only be shortages of *quantity*; they will also be shortages of *quality*. Schools that face shortages of highly qualified teachers often are forced to hire less qualified teachers, which makes it

more difficult, if not impossible, to teach all students to high standards. To provide a high-quality education to all students, teachers need to have more knowledge and skills — that is, to be *more* qualified — than ever before.

Our nation's high-poverty communities have the most difficulty attracting and retaining qualified teachers. Therefore, students in high-poverty urban and rural schools — the very students who need the *best* teachers because of the challenges that poverty brings to the classroom — often have teachers who are the *least* qualified.

This is a fundamental issue of equity. Teachers are the most basic educational resource that communities provide to students. *All students should be afforded equal access to well-prepared, qualified teachers. Anything less denies students access to a quality education.*

The Equity Challenge

Are we going to remain committed to high standards for all students, *and thus for all teachers*?

Or are we going to retreat, as we have in the past when faced with the need to hire more teachers, by lowering standards for our teaching force?

The choice we make will determine the strength and prosperity of our democracy.

What Is Already Being Done?

Much is being done throughout the nation to address issues of teacher quality.

INTASC (Interstate New Teacher Assessment and Support Consortium) — developing performance-based assessment for the initial licensing of teachers

National Board for Professional Teaching Standards — establishing voluntary standards for highly accomplished teaching; many states and districts are providing support for teachers to undergo the rigorous procedure to become National Board-certified

NCATE (National Council for the Accreditation of Teacher Education) — establishing standards for colleges of education that will be recognized as a voluntary national accreditation system

PRAXIS — designing tests of content and professional knowledge for prospective teachers that states may use to screen candidates

Holmes Partnership; the National Network for Educational Renewal; the Renaissance Group; Project 30; and others — partnerships between higher education and K-12 schools to reform teacher education

National Commission on Teaching and America's Future — issued a major report on teacher quality in September of 1996 and is working in partnership with 12 states who have committed to implementing the recommendations of the Commission. They are designing a policy inventory that states can use as a starting point to develop a comprehensive strategy to improve the quality of their teaching force.

Recruiting New Teachers, Inc. — provides information to prospective teachers, conducts policy research on innovative pathways into teaching, provides technical assistance to states and districts, and convenes stakeholders for excellence and accountability in teaching nationwide.

The ***U.S. Department of Education*** is also working aggressively to improve the quality of teaching throughout America's schools. The Department has identified six objectives on which it will focus to make a difference in teacher quality across the nation.

The first four objectives are specific goals for improving our teacher workforce.

Objective 1: Strengthen and improve teacher recruitment, preparation of future teachers, and retention of new teachers

Through the reauthorization of *Title V of the Higher Education Act*, the Department proposes two targeted programs: (1) the Recruiting New Teachers for Underserved Areas program, which would support partnerships between institutions of higher education and PreK-12 school districts in high-poverty communities to recruit, prepare, and retain a diverse population of high-quality teachers; and (2) the Lighthouse Partnerships program, which would accelerate the change process by linking higher education institutions from throughout the nation with each other, and with K-12 schools, to share best practices and learn from each other's work. The program would promote the vital role of K-12 educators in designing and implementing effective teacher preparation programs.

Objective 2: Promote rigorous standards for teachers

Funding from the Department of Education will reward master teachers by helping the *National Board for Professional Teaching Standards* to complete the establishment of high and rigorous standards for what accomplished teachers should know and be able to do and the development of assessments to certify teachers who meet those standards.

Objective 3: Improve professional development

The *Eisenhower Professional Development Program* provides grants to state and local educational agencies, institutions of higher education, and other organizations to support high-quality professional development activities aligned with challenging state student performance standards. Formula grant programs such as *Title I, Goals 2000*, and the reauthorized *Individuals with Disabilities Education Act* (IDEA) encourage the use of funds for professional development. In all of these programs, the Department is committed to focusing on the results of professional development. For example, the *National Awards Program for Model Professional Development* identifies and disseminates exemplary models in schools and school districts that have made the link between professional development and improved student achievement.

Objective 4: Strengthen school leadership

The Department recognizes the critical importance of school leadership and has formed a task force to explore the federal role in strengthening the recruitment, preparation, and on-going learning of school principals and other administrators.

Objectives 5 and 6 are key areas on which the Department will focus to help achieve the above goals for our teacher workforce.

Objective 5: Support research, development, and dissemination

The Office of Educational Research and Improvement is supporting two new programs to focus on teacher issues, in addition to its ongoing research endeavors. A new *Center for the Study of Teaching and Policy*, headquartered at the University of Washington in Seattle, was funded in August 1997. The center, a consortium of universities, will focus on ways educational policies can improve the recruitment and retention of capable teachers, develop their knowledge and skills, and support teachers' work and student learning simultaneously. A new *Partnership for Excellence and Accountability in Teaching*, bringing together State and local education agencies, postsecondary education institutions, national professional organizations, and other stakeholders across the nation, was funded in September 1997. The Partnership will be a comprehensive national effort to promote, support, and sustain effective and efficient strategies to prepare, induct, and provide career-long professional development for K-12 teachers.

Objective 6: Increase awareness

A *Biennial National Report Card on Teacher Quality*, to be issued by the Department starting in 1998, will continously refocus public attention on the teaching profession and provide a way to measure the nation's progress in recruiting, preparing, and retaining high-quality teachers.

Where Do We Go from Here?

The following are lists of questions that members of different education communities might ask themselves. These are tough questions designed to be thought-provoking. They do not have easy answers. They may, however, encourage people to think hard about some complicated issues and to extend themselves beyond their traditional roles.

Questions that communities should ask themselves:

- What is our community doing to ensure that **high-quality teachers are recruited** into the profession? What are we doing to screen for quality "up-front"?
- Are **new teachers in our community well-prepared** with the knowledge and skills they need to teach *all* students to high standards? How much clinical experience and involvement in K-12 schools do teacher candidates receive?
- Does our state have **rigorous, performance-based assessments for teacher licensing?** Do the standards ensure that a teacher who is licensed has the knowledge and skills to teach all students to high standards?
- Are the teachers in our schools **certified to teach** in their subject areas?
- What are our schools doing to **support beginning teachers?**
- Have our schools established **rigorous standards for granting tenure** and a process in which multiple perspectives are sought?
- What are we doing to **encourage and reward good teaching?**
- What do our schools do to support **teachers' professional growth** throughout their careers?
- What are we doing about teachers who are **performing poorly?**

Questions that teachers should ask themselves:

- What role am I playing in **recruiting talented individuals** into the profession? In screening for quality "up front"?
- What am I doing to ensure that prospective teachers are **well-prepared** for the challenges of the classroom?
- What role should I play in the **hiring of new teachers**?
- What am I doing to ensure that **beginning teachers** receive the support they need? What can I do to change a system that gives our newest teachers the most difficult classes and the extra-curricular activities that no one else wants?
- What role must I play in the **tenure-granting process**?
- What role am I playing in **helping my colleagues improve their practice**?
- What am I doing to ensure that teachers are given opportunities to **grow and to develop as professionals**?
- What am I doing to **open my own practice to examination**? Have I considered seeking National Board Certification?
- What role am I playing to ensure that **excellence in teaching is encouraged and rewarded**?
- What am I doing about **poorly performing teachers**?
- What is one thing I can do, or one step I can take, to ensure that there is a **talented, dedicated, and well-prepared teacher in every classroom**?

Questions that teacher educators should ask themselves:

- What **partnerships have we developed with K-12 education:** to design and implement our teacher education programs? to support beginning teachers? to help veteran teachers benefit from cutting-edge research and best practice?

- Do we have a coherent plan to **recruit talented, diverse individuals** into the profession? Do we reach down as early as middle school to encourage adolescents to aspire to a career in teaching? Do we have teacher cadet programs in our high schools? Have we designed high-quality pathways to teaching for nontraditional students such as paraprofessionals and mid-career professionals?

- Do we have a **formal admission process** that ensures that we are getting people who are serious about teaching — people who understand the commitment they are making and have not romanticized teaching?

- Is there a **core curriculum** that is provided to all prospective teachers? Or are candidates allowed to take anything to fulfill their course requirements?

- Do our teacher preparation programs **integrate theory and practice**? When we design our programs, do we ask and answer the questions, "How will this course or experience help teachers teach kids? How will it help students learn?"

- Do our **Departments of the Arts and Sciences collaborate with the College of Education** to prepare teachers?

- Are we preparing our students in **real schools with real students** from the very beginning? Do we require prospective teachers to spend a large proportion of their field experiences under the tutelage of master teachers, culminating in full-year internships?

- Are we giving our students opportunities to work in many **different settings with diverse groups of students**? Are they learning strategies that work with students who do not learn easily — students with learning disabilities, emotional problems, and limited English proficiency?

- Are we preparing prospective teachers to **work with parents** effectively and to **use technology** to enhance learning?

- Are our teacher education curricula directly **tied to student content standards** and to the **standards for teaching** established by the National Board for Professional Teaching Standards?

- Are our graduates able to pass **rigorous, performance-based assessments** for initial licensing and do school districts find them successful once placed in classrooms?

- How do we **measure the knowledge and skills** that pre-service teachers have gained through our programs?

Questions that people responsible for professional development should ask themselves:

- Is professional development **ongoing, intensive, and an integral part of a teacher's regular work day**? Or is it tacked on at the end of the day or sprinkled throughout the year in a few in-service days?
- Is our focus on giving beginning and experienced teachers the **tools they need** to deliver a high quality education to every child — or simply seat time in college courses, and "jumping through bureaucratic hoops?"
- Is our professional development based on **research and best practice**?
- Do we incorporate **multiple forms of learning** such as group study, action research, self-study, curriculum development? Or is training still our primary form of delivery?
- What kind of opportunities do we provide to help teachers **develop leadership skills**?
- To what extent is our **professional development connected to student standards?** To the content and pedagogical skills that teachers need? Or are we still focusing on generic skills?
- How far have we gone from the **deficit model** — "teachers need to be fixed" — to the **growth model** that seeks to build on teachers' knowledge and skills? What balance do we have between support and challenge?
- **Who determines the focus of professional development and plans it**? To what extent is it designed to address problems identified by teachers and others in the school?
- Is professional development part of a **coherent long-term plan** or is it the latest reform flavor of the month?
- How much **time and other resources** are we devoting to it?
- How do we evaluate our professional development efforts? Are we trying to document a **positive correlation with increased teacher effectiveness and improvements in student achievement?**

Resources

Teacher Initiative: "Ensuring a talented, dedicated, and well-prepared teacher in every classroom"

Terry Dozier, Special Advisor on Teaching
U.S. Department of Education
600 Independence Ave., SW, Room 6121
Washington, DC 20202-0100
(202) 401-7690; or
(202) 401-1078 (assistant Heather Moore)
fax: (202) 401-0596
terry_dozier@ed.gov
heather_moore@ed.gov

National Commission on Teaching and America's Future

Linda Darling-Hammond, Executive Director
Teachers College, Columbia University
Box 117, 525 West 120th Street
New York, New York 10027
http://www.tc.columbia.edu/~teachcomm
(212) 678-3204

National Center for Education Statistics

Mary Rollefson
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Washington, DC 20208-5574
(202) 219-1828
fax: (202) 219-1736

Interstate New Teacher Assessment and Support Consortium (INTASC)

Jean Miller, Director
Council of Chief State School Officers
One Massachusetts Avenue, N.W. Suite 700
Washington, DC 20001-1431
(202) 336-7048
fax: (202) 789-1792

National Board for Professional Teaching Standards (NBPTS)

James A. Kelly, President
26555 Evergreen, Suite 400
Southfield, MI 48076
1-800-22-TEACH
http://www.nbpts.org/nbpts

National Council for Accreditation of Teacher Education (NCATE)

Arthur Wise, President
2010 Massachusetts Avenue, N.W.
Suite 500
Washington, DC 20036-1023
(202) 466-7496
fax: (202) 296-6620

Holmes Partnership

Frank Murray, Executive Director
College of Education
101 Willard Hall, Education Building
University of Delaware
Newark, Delaware 19716-2901
(302) 831-2557
fax: (302) 831-3013

National Network for Educational Renewal

Center for Educational Renewal
John Goodlad, President
University of Washington
Box 353600
Seattle, Washington 98195-3600
(206) 543-6230
fax: (206) 543-8439

Recruiting New Teachers, Inc.

David Haselkorn, President
385 Concord Avenue, Suite 100
Belmont, MA 02178
(617) 489-6000
fax: (617) 489-6005
rnt@tiac.net
www.rnt.org

National Awards Program for Model Professional Development: 1996 Awardees

Lawrence Public Schools, Lawrence KS

Dr. Sandee Crowther
Division Director of Evaluation and Standards
Lawrence Public Schools
3705 Clinton Parkway
Lawrence, Kansas 66047
913-832-5000
fax: 913-832-5016

Samuel W. Mason Elementary School, Roxbury MA

Mary L. Russo, Principal
Samuel W. Mason Elementary School
150 Norfolk Avenue
Roxbury, Massachusetts 02119
617-635-8405
fax: 617-635-8406
russo@meol.mass.edu

San Francisco Unified School District, San Francisco CA

Maria Santos, Assistant Superintendent
San Francisco Unified School District
2550 25th Avenue
San Francisco, California 94116
415-759-2950
fax: 415-759-2903
msantos@sfusd.k-12

Woodrow Wilson Elementary School, Manhattan KS

Melisa J. Hancock, 5th Grade Teacher
Woodrow Wilson Elementary School
312 N. Juliette Avenue
Manhattan, Kansas 66502
913-587-2170
home phone and fax: 913-539-8024

Wilton Public Schools, Wilton CT

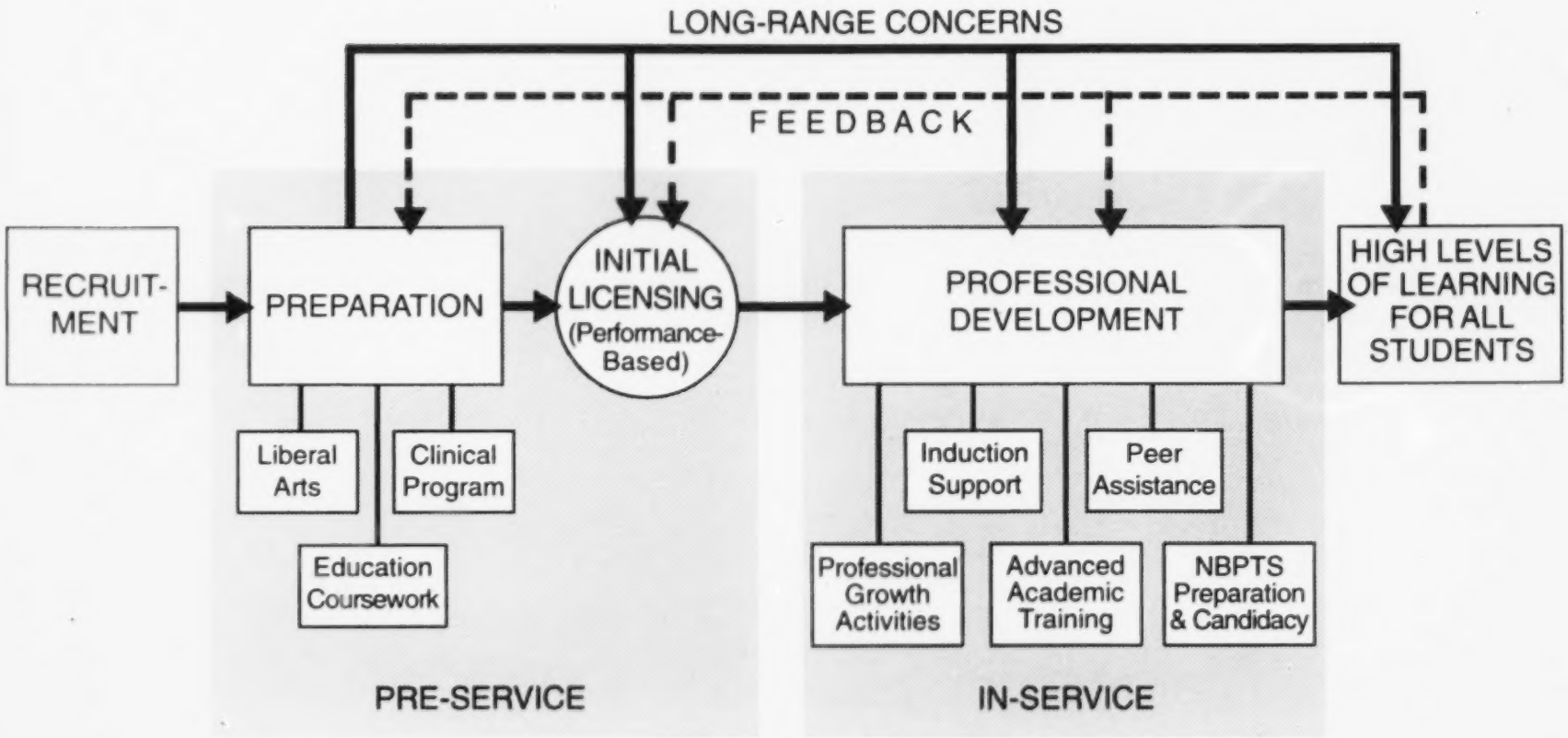
Joyce Parker,
Administrator for Elementary Curriculum and Professional Development
Wilton Public Schools
395 Danbury Road
Wilton, Connecticut 06897
203-762-3381
fax: 203-762-2177

Contact for the National Awards Program for Model Professional Development:

Sharon Horn, Director
Office of Educational Research and Improvement,
U.S. Department of Education
(202) 219-2203
fax: (202) 219-2198
sharon_horn@ed.gov

Chart Masters for Making Overheads

THE CONTINUUM OF TEACHER DEVELOPMENT



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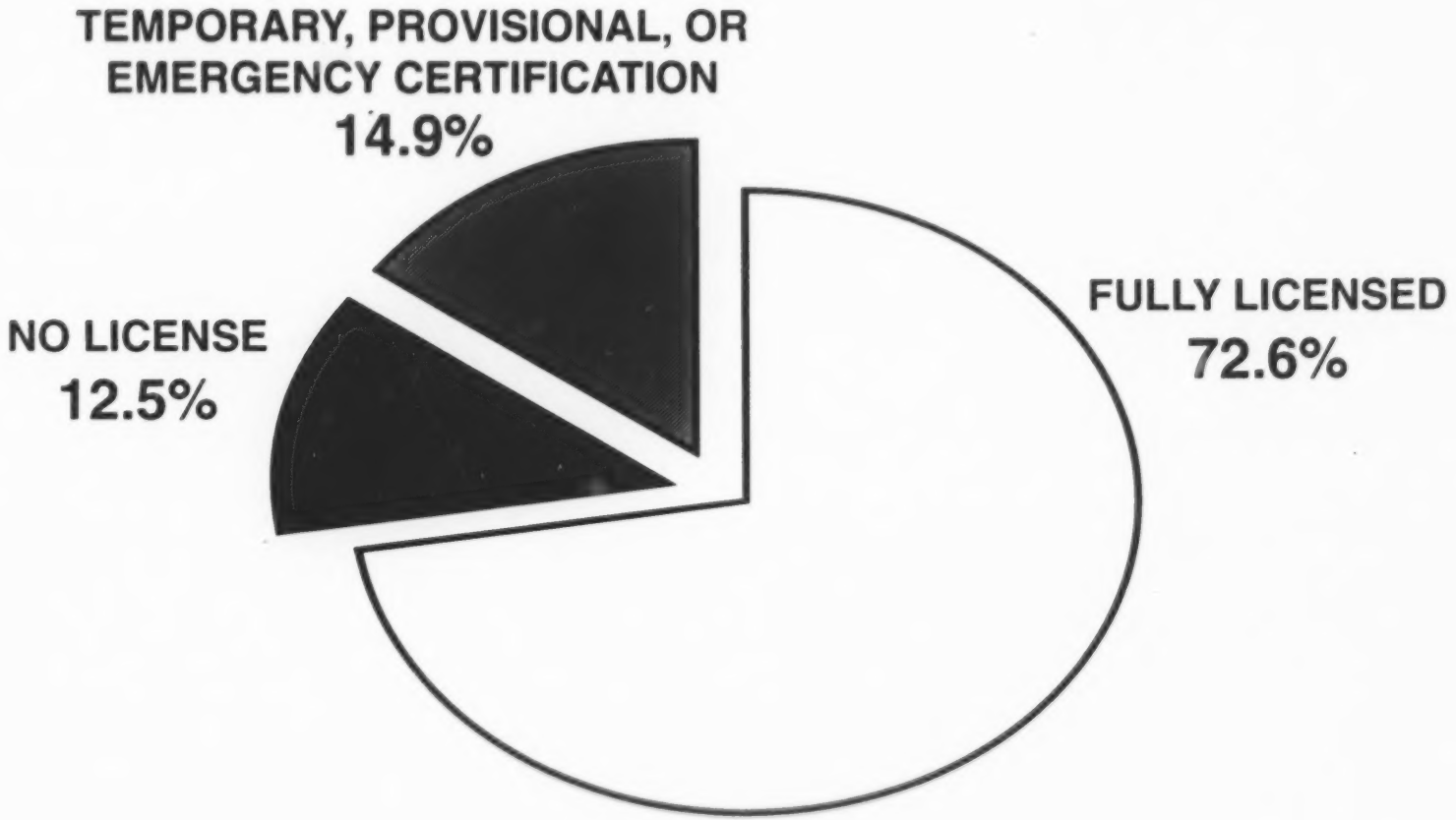
BARRIERS TO REFORM

- Unenforced Standards for Teachers
- Major Flaws in Teacher Preparation
- Painfully Slipshod Teacher Recruitment
- Inadequate Induction for Beginning Teachers
- Lack of Professional Development and Rewards

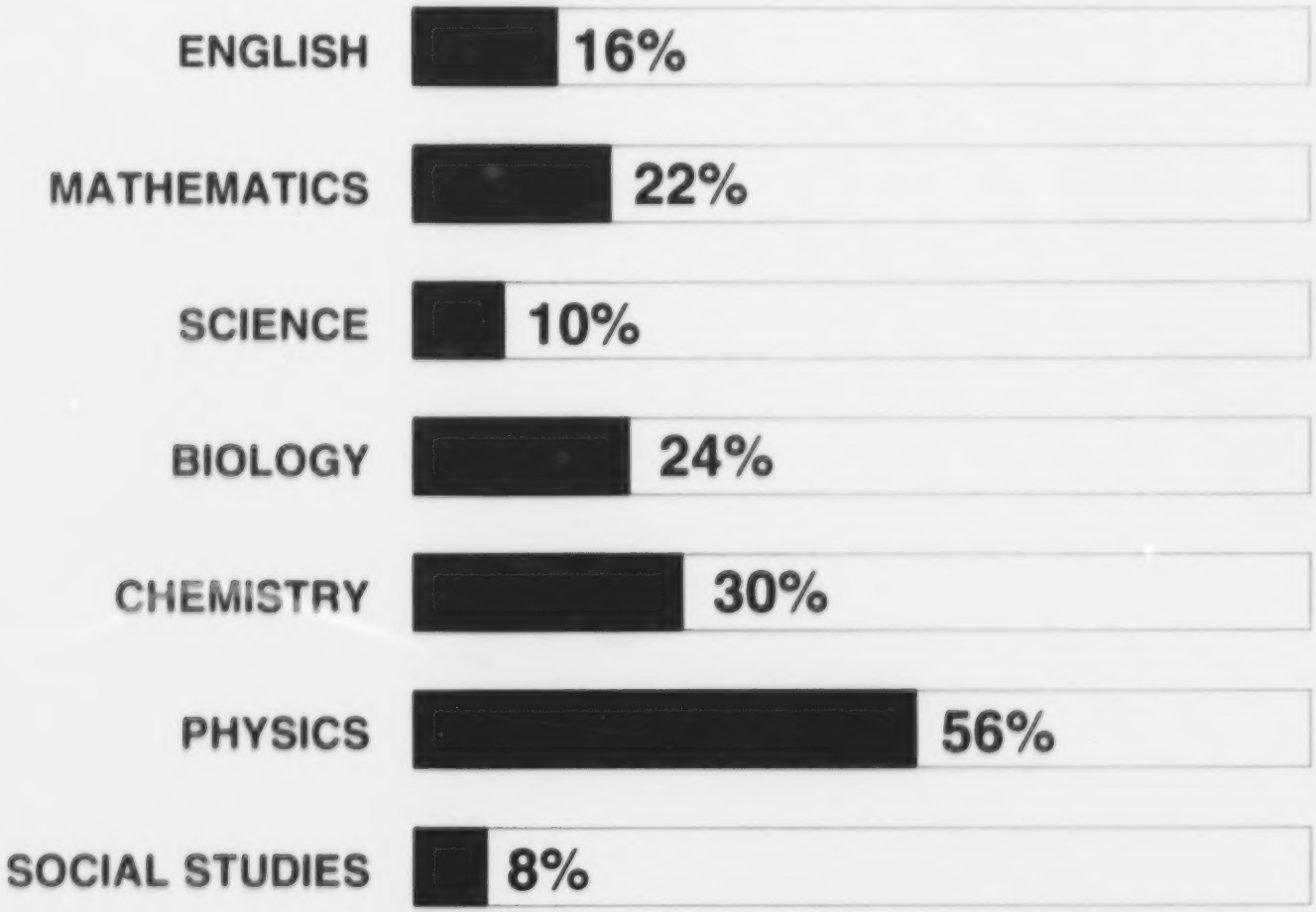
QUALIFICATIONS OF NEW TEACHERS



Source: U.S. Department of Education, Schools and Staffing Survey, 1990-91: Tabulations published in the Report of the National Commission on Teaching and America's Future

IMPACT ON STUDENTS OF TEACHERS TEACHING OUT OF FIELD*

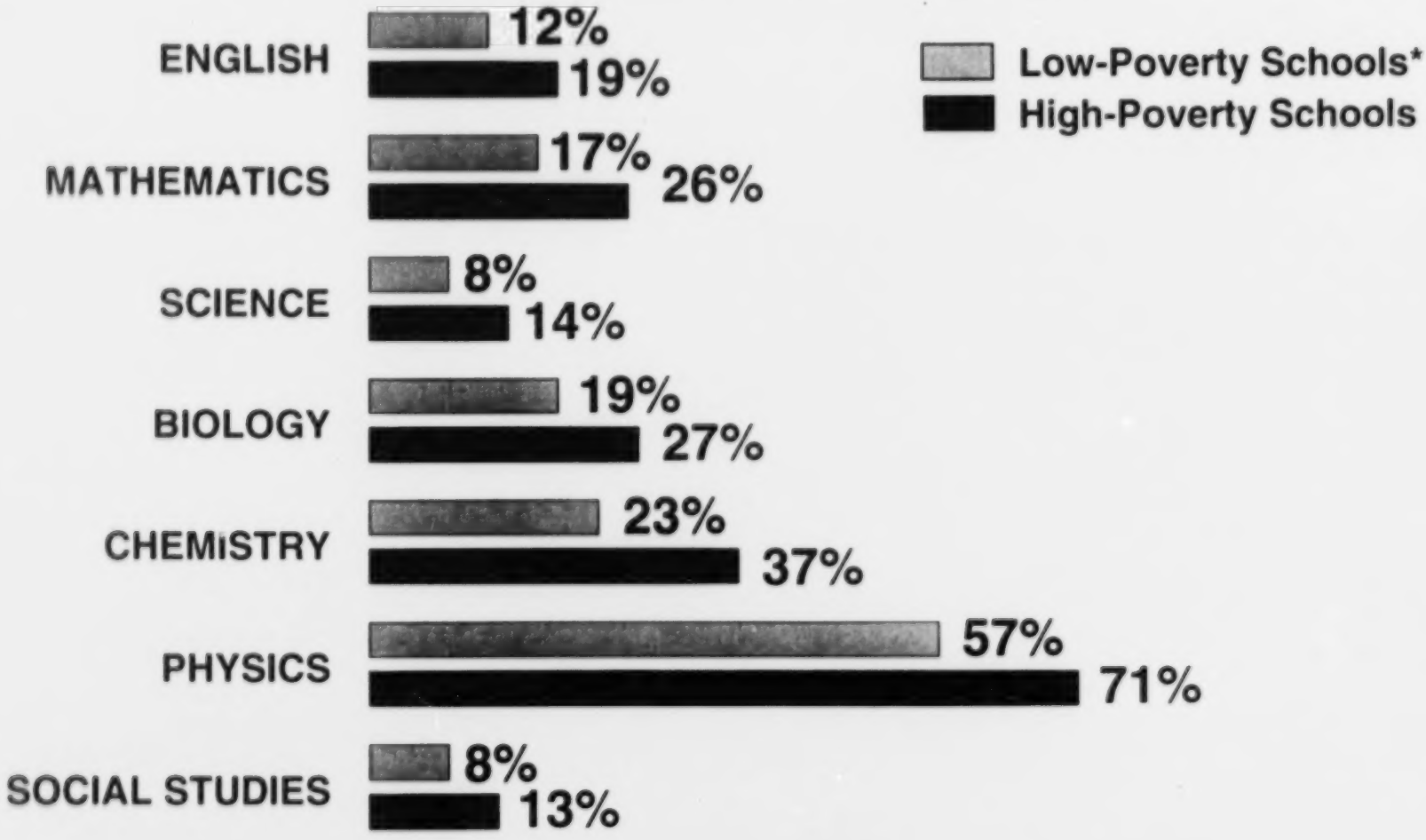
(Percentage of Students Affected)



*Secondary School Students in Classes Taught by Teachers Without at Least a Minor in the Field

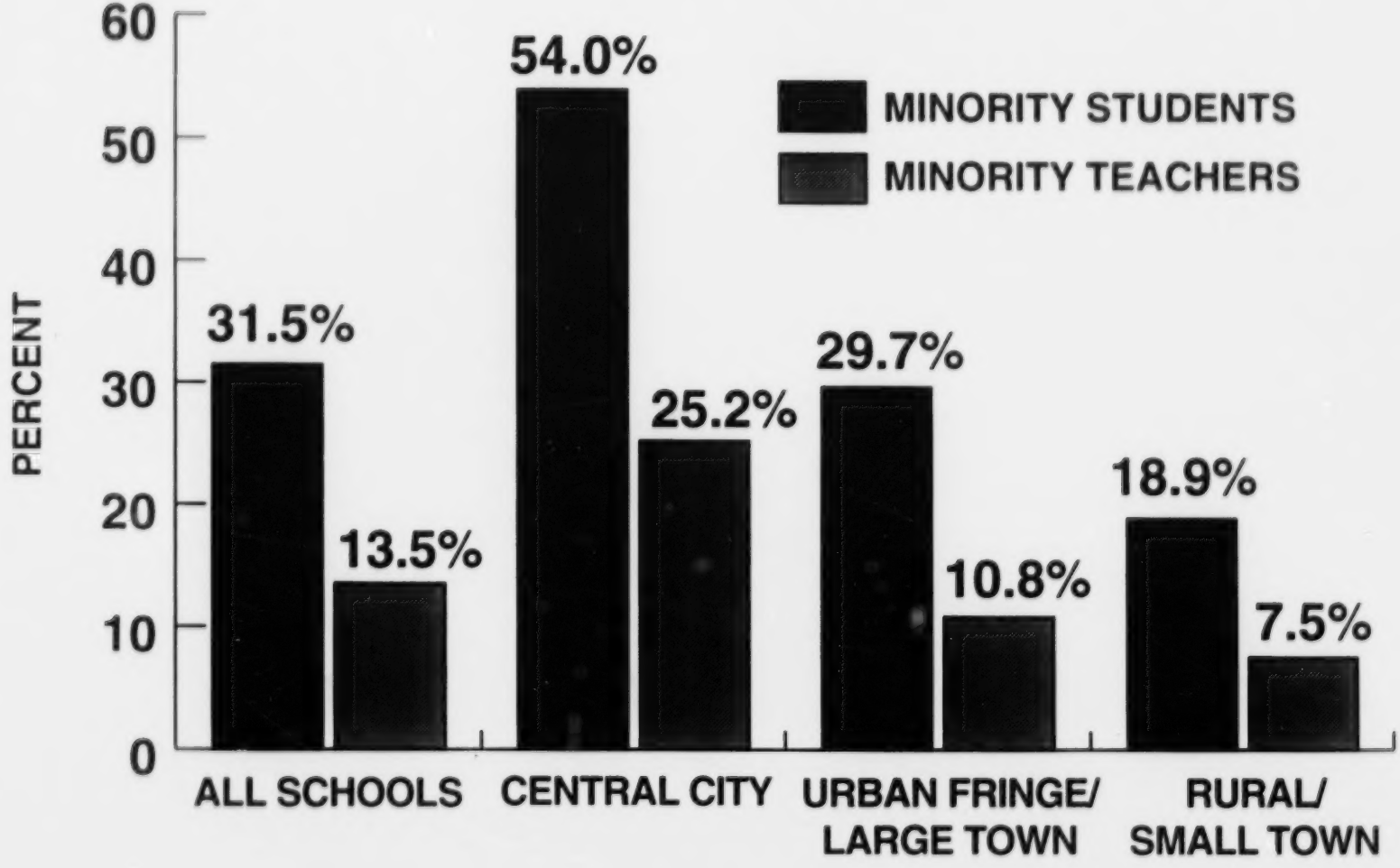
DISPARATE IMPACT ON STUDENTS OF TEACHERS TEACHING OUT OF FIELD

(Percentage of Students Affected)



* Low-Poverty = Fewer than 5% of Students Eligible for Free or Reduced-Price Lunch.
High-Poverty = More than 40% of Students Eligible for Free or Reduced-Price Lunch.

DIVERSITY OF PUBLIC SCHOOL STUDENTS AND TEACHERS



Source: National Center for Education Statistics, U.S. Department of Education, Schools and Staffing in the United States: A Statistical Profile, 1993-94 (NCES 96-124).

LACK OF NEW TEACHER SUPPORT

- Only 44% of Teachers Had Formal Induction Programs in First Year of Teaching
- 22% of New Teachers Leave the Profession in the First Three Years
- Attrition in Urban Districts is 30% to 50% in the First Five Years of Teaching

DAUNTING CHALLENGES

- Racial, Ethnic, Cultural, and Religious Diversity
- Expectations for Educating Students with Disabilities and Special Needs
- Many Students Who Lack Basic Proficiency in English
- Students at Risk Because of Adverse Conditions at Home
- Students in Crisis
- Use of Technology
- Responsibility to Provide Leadership in Schools

THE COMING CRISIS

QUANTITY: 2 Million Teachers Needed
Over Half will be First-Time Teachers

QUALITY: Teachers Must Know and Do More Than Ever

EQUITY: Shortages of Qualified Teachers will be Most Severe in High-Poverty Communities

TEACHERS are the most basic educational resource communities provide to students. All students should be afforded equal access to well-prepared, qualified teachers.

... anything less denies students access to a quality education.

DEPARTMENT OF EDUCATION OBJECTIVES TO IMPROVE TEACHER QUALITY

- Strengthen and Improve Teacher Recruitment, Preparation, and Retention
- Promote Rigorous Standards for Teachers
- Improve Professional Development
- Strengthen School Leadership

The Department of Education will focus on the following to achieve these objectives:

- Support Research, Development, and Dissemination
- Increase Awareness

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